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The general conclusion of the authors is thus summarized "As to state insurance, state ownership of coal mines, and other forms of state trading, while their utility is questionable, they cannot be shown to have done much harm; and if in the future they are conducted on sound financial principles they will not drive private enterprises from the field, but will do only a part of the business and operate as a check upon the fixing of extortionate prices by private combinations of capitalists. The experience of New Zealand shows that when the state conducts business on sound financial principles, private enterprises can more than hold their own. The only danger is that the government under pressure of public opinion may sell products and services at less than cost, ruin private business and establish monopolies in these and other fields of production. There is no general demand for the further extension of governmental functions; many people think that it would be well to wait until the success of the various state experiments is assured before trying more."

While the conclusions arrived at do not lead the reader to feel that the authors have been continually guided by the spirit of impartiality and a desire to judge matters in an unprejudiced manner, still the work for the most part is very acceptable and will partially fill a need long felt by students of social reform. The volume would have been greatly improved had it been more carefully edited and proof read and had the references been placed in footnotes rather than in the body of the text.

IRA B. CROSS.

Leland Stanford University.

Monroe, Paul. *A Cyclopedia of Education*, Vol. I. Pp. xiii, 654. Price, \$5.00. New York: Macmillan Company, 1911.

An adequate cyclopedia of education in English has long been desired, and more than once proposed to publishers, but heretofore the difficulty of financing such an enterprise has seemed to them insuperable. Now, however, there is practical certainty that the cyclopedia will be an entire financial success.

There are fifteen departmental editors, headed by U. S. Commissioner Brown. One hundred and twenty-eight well-known men and women have contributed to the present volume, among whom are J. R. Angell, H. T. Bailey, John Burnet, Paul Carus, John Dewey, G. S. Hall, Joseph Jastrow, J. W. Jenks, Helen Keller, W. B. Pillsbury, David Eugene Smith, G. M. Whipple.

The articles show a just distribution of emphasis; an educational treatment of every topic (especially noticeable in the biographies), and a freshness and up-to-date character, not likely to be found in new editions of old cyclopedias.

An illustration will show the character of the work, for example, under the general topic of *Aesthetic Education*. Professor A. L. Jones has a six-column account of the history of aesthetics in which the contributions of Plato, Aristotle, Lessing, Kant, Schiller, Hegel and others are concisely given. John Dewey opens up the topic "Art in Education" with a three-column analy-

sis of the subject which exhibits its fundamental principles. James P. Haney continues with a historical account of "Art in Schools" in this and other countries. Arthur A. Dow treats of "Methods of Teaching Art," contrasting the older "academic," with the newer "structural" method. Under the title "Art Schools and Art Instruction," Irene Sargent shows what these are in Europe, while Florence Levy discusses the same subject in the United States.

All these articles give a fairly luminous account of the topic in hand, while the accompanying bibliographies invite to further study.

David Eugene Smith's articles on "Arithmetic and Algebra" are particularly satisfying, since they have historical perspective and yet reflect the best present practice. Much the same may be said of the articles on "Apprenticeship in Education," "Agricultural Education," Henderson's treatment of "Apperception," and many others.

The accounts of educational systems and methods in foreign countries, Belgium for example, are graphic and sufficiently complete, while the whole volume is adorned by many fine half-tones.

The reader can here measure up his ideals and achievements in each aspect of education by the best that has been said and done, so that the whole will be a necessity to each person and institution that proposes to keep abreast of the truest progress in education.

CHARLES DEGARMO.

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Orbaan, J. A. F. *Sixtine Rome*. Pp. 225. London: Constable & Co., 1910.

The title of this book is somewhat enigmatic. It is really a description of the building operations and plans for the improvement of Rome carried out by the great Pope Sixtus V, who ruled and reconstructed the eternal city during the years 1585 to 1590. That so short a period as five years left so strong an impress and one still so clearly visible in Rome is irrefutable testimony to the vigor of this ruler. An aqueduct rivalling those of imperial antiquity in length, abundance of water, and number of the fountains it supplies, a new street leading far across the city and into the suburbs, the Vatican Library, a whole quarter of Rome, the present form of the Church of Santa Maria Maggiore, the Sixtine Chapel, with its carvings, the dome of St. Peter's, the re-erection of the Egyptian obelisk in the square, the re-establishing of the column of Aurelian, and the fortification of the harbor of Civita Vecchia are only the most conspicuous and the most permanent of the material works of these busy five years. Sixtus applied the same vigor to the punishment of the outlaws that infested the Campagna and of evildoers in the city, and kept the whole college of cardinals disturbed by his restless energy. The engineer and builder, Domenico Fontana, was the right-hand man of the Pope in all this work. He was equipped with all the science of the day, aided by a small army of workmen, pulling down old buildings in some parts of the city and erecting new ones, and drawing